

Citizens Civic Unity Committee
Aspirational Visioning Exercise 3/11/15

Theme (# of post-it notes)	Target Community / Issue (successful if we serve/address...)	Proposed Actions	Projected Outcome
Culture of respect /tolerance (6)	<p>Isolated groups (new residents, students, areas of gentrification)</p> <p>Communities that do not normally interact with each other and address communication issues</p> <p>People moving into Cambridge every year including students.</p> <p>Entire community and address gentrification /housing</p> <p>Young people and address bullying</p> <p>Address what it means to be respectful and tolerant of people who are different from one another</p>	<p>Activities to bring people together socially in neighborhoods (potluck block parties welcome wagons)</p> <p>Implementing a communications strategy that includes public dialogue, personal interactions and oral and written histories that teach people about eachother / different histories and interpretations of histories</p> <p>Implementing a culture of respect</p> <p>Advocacy for peer mediation/ survey</p>	<p>People get to know neighbors etc. they would not have otherwise and maintain them</p> <p>Better opportunities for different groups to communicate</p> <p>This is the outcome of our work in general</p> <p>Decrease in youth related violence /conflicts</p>
Gentrification/ Community Housing/ Homelessness (7)	<p>New residents, home owners and businesses to address gentrification</p> <p>Neighbors/ neighborhood, address changes in housing price/affordability/community make up</p> <p>Areas of Cambridge where families may be displaced</p> <p>People not able to afford to live or stay in the community; address rising costs in housing and lack of affordable housing</p>	<p>Education on neighborhood history</p> <p>Process of acclimating new residents that involves longtime residents</p> <p>Implementing ways for people to connect, communicate, and build relationships across differences</p> <p>Dialogue and support listening</p>	<p>Organic solutions to preserving old Cambridge will form. Increase value in preservation of history</p> <p>Better connect neighbors across differences</p> <p>Give voice to this population</p> <p>Better neighborhood relations</p> <p>More tax \$ into affordable housing Less fear of being pushed out of</p>

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	<p>Lower income Cambridge residents</p> <p>Those who can't afford to stay in their current housing; address tensions that may arise from gentrification challenges of highly unequal neighborhoods</p>	<p>Community engagement that includes and honors less heard voices</p>	<p>housing</p> <p>New people and communities become and stay engaged in community dialogues etc..</p>
Cultural Competency (6)	<p>Minority cultures, to address lack of understanding</p> <p>City employees</p> <p>All people, to address ignorance misperceptions, stereotypes</p> <p>Groups that might not otherwise be engaged, to address lack of understanding</p> <p>Teachers, police youth workers and address what prejudice looks and sounds like</p> <p>All of Cambridge. Address the need for better understanding of others from different backgrounds</p>	<p>Implementing broad educational forums</p> <p>Creative ways to reach out and communicate with groups</p> <p>Implementing a respected mediation program in all schools and other places young people learn (athletics, religious groups, etc)</p> <p>Hosting information sessions / presentations / discussions on our differences and who we are</p>	<p>More understanding of and respect for cultural differences</p> <p>Sensitivity, respect, knowledge</p> <p>Increased opportunities for communities to learn and respect differences</p> <p>Promote better understanding of one another</p>
Public Dialogue (11)	<p>All people</p> <p>Entire citizenry, address the perceived lack of access to municipal government</p> <p>All parts of Cambridge (geographic, economic, ethnic, long term/new residents)</p>	<p>Reaching out and successfully bringing people together for dialogue.</p> <p>Implement educational and change producing initiatives</p> <p>Ongoing series of town meetings in neighborhoods, homes, churches, etc..</p>	<p>Participatory decision making</p> <p>Public meetings and forums are measurably more inclusive and respectful</p> <p>Increased civic involvement</p>

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	<p>General public/community</p> <p>People in crisis (ie Ferguson); address issues of access</p> <p>All members of our community. Address experience as Cambridge residents around civic relations</p> <p>Students / parents</p> <p>Engages the community</p> <p>Wide a swath of Cambridge community as possible. Address the need for safe places for dialogue across differences and about difficult topics</p> <p>Middle and HS students. Address a lack of communication between younger people and policy makers</p> <p>Students, address achievement gap and address the classroom to prison pipeline</p>	<p>implement structured meetings and activities that model and train people (eg public conversation project, VISIONS)</p> <p>implement a series of discussions and guest speakers</p> <p>emergency plan for city to come together</p> <p>public dialogue</p> <p>focus groups</p> <p>public dialogues on big issues</p> <p>implementing an regular communication between younger people and policy makers</p>	<p>Increased civic engagement</p> <p>Voices of community represented in our initiatives / recommendations</p> <p>Unified perspectives resolve or identify differences</p> <p>Foster more communication and a better understanding of each other</p> <p>Younger people have more control over public policy and are more influential with their elders</p>
Racism (9)	<p>All, address fears</p> <p>Public, address racism</p> <p>People of color, address the current fear of law enforcement</p> <p>General, all public</p>	<p>Public dialogue</p> <p>More officers from local, ethnic , cultural groups with appropriate training</p> <p>Major outreach event that helps people to know each other</p>	<p>Less racism</p> <p>Positive listening</p> <p>A police population that looks like the community</p> <p>Equitable treatment</p>

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	<p>People of color in Cambridge, address racism in school suspensions and police interactions</p> <p>City employees, addressed racism</p> <p>All Cambridge residents, address the lack of knowledge of history and current impact of racism in Cambridge</p> <p>Raise awareness on racism</p> <p>All races address institutional racism</p>	<p>Assessment and best practices Report on hiring practices and grievances</p> <p>Hosting more viewings, readings, panels, etc. with discussions</p> <p>Focus groups that gather perspectives, stories, and chronology of racism in Cambridge</p> <p>Open dialogue, some history, truth and reconciliation</p>	<p>Influence City policy</p> <p>Better understanding of the City's history and current issues around racism</p> <p>Expose these issues and raise consciousness through a citywide event or rally</p> <p>Less overt and covert racism, fewer micro-aggressions</p>
Education/Equity (8)	<p>Community</p> <p>High school families. Address the range of educational opportunities available for post high school</p> <p>Those with less access and choice, address lack of equal access and opportunity for different levels of education</p> <p>Students, undereducated and under-resourced. Address the quality of teaching, equal resources, balance enrollment</p> <p>All students and schools equally, address disparity</p> <p>Families of low performing students that are not in educational plans. Address strategies that these</p>	<p>Engage community in conversations about education system</p> <p>Feedback from community to develop a proposal priority list ask/demand to present to City officials</p> <p>Information sessions creating long term mentoring and follow up / follow through advising for all students who live in Cambridge</p> <p>Implement assessment and evaluation</p> <p>A process for distributing resources (talent, money, etc) equally to all schools based upon number of students enrolled and identified needs</p>	<p>Change at least our top two priorities</p> <p>CRLS graduates with purpose and a safety network throughout their 20's</p> <p>Educational opportunities more accessible to all</p> <p>Equal education for every child</p> <p>Equal quality schools across the community</p> <p>Make recommendations for possible implementation</p>

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	<p>students can be successful</p> <p>All parents and families in our community</p> <p>People of color. Address education issues</p> <p>Respect does not always equal understanding</p>	<p>More transparency and better accountability of CPS decision makers</p> <p>Initiatives on the achievement gap to promote equity, cultural competency and inclusion in schools to achieve a positive outcome</p> <p>Advocating for a mix of cultural competency and respect.</p>	<p>More equity in educational outcomes</p>